

LEXINGTON INTERMEDIATE

420 Hendrix St.
Lexington, SC 29072

GRADES 5-6 Elementary School

ENROLLMENT 396 Students

PRINCIPAL Robert D. Silva 803-359-5128

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	0	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

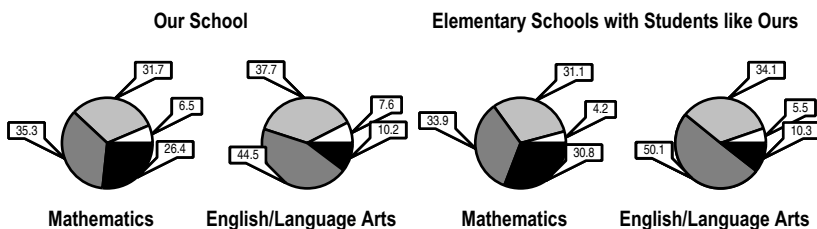
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	186	104
Percent satisfied with learning environment	100.0%	85.2%	91.2%
Percent satisfied with social and physical environment	100.0%	85.3%	87.1%
Percent satisfied with home-school relations	100.0%	93.5%	92.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	394	100.0	7.6	37.7	44.5	10.2	54.7	17.6
Gender								
Male	200	100.0	10.9	38.9	46.1	4.1	50.3	17.6
Female	194	100.0	4.2	36.5	42.9	16.4	59.3	17.6
Racial/Ethnic Group								
White	375	100.0	6.9	36.9	45.7	10.5	56.2	17.6
African-American	11	100.0	27.3	54.5	18.2	N/A	18.2	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	358	100.0	5.2	36.4	47.4	11.0	58.4	17.6
Disabled	36	100.0	30.6	50.0	16.7	2.8	19.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	394	100.0	7.6	37.7	44.5	10.2	54.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	394	100.0	7.6	37.7	44.5	10.2	54.7	17.6
Socio-Economic Status								
Subsidized meals	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Full-pay meals	385	100.0	7.4	37.4	44.8	10.3	55.2	17.6

Mathematics								
All students	394	100.0	6.5	31.7	35.3	26.4	61.8	15.5
Gender								
Male	200	100.0	6.7	28.0	36.3	29.0	65.3	15.5
Female	194	100.0	6.3	35.4	34.4	23.8	58.2	15.5
Racial/Ethnic Group								
White	375	100.0	5.5	31.4	35.8	27.3	63.1	15.5
African-American	11	100.0	36.4	36.4	27.3	N/A	27.3	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	358	100.0	5.2	29.8	37.0	28.0	65.0	15.5
Disabled	36	100.0	19.4	50.0	19.4	11.1	30.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	394	100.0	6.5	31.7	35.3	26.4	61.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	394	100.0	6.5	31.7	35.3	26.4	61.8	15.5
Socio-Economic Status								
Subsidized meals	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Full-pay meals	385	100.0	6.1	31.6	35.5	26.8	62.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	201	N/A	3.5	42.0	49.5	5.0	54.5
	Grade 6	155	N/A	2.6	21.4	47.4	28.6	76.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	189	100.0	6.1	41.1	43.3	9.4	52.8
	Grade 6	205	100.0	8.9	34.7	45.5	10.9	56.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	201	N/A	7.5	42.5	25.0	25.0	50.0
	Grade 6	155	N/A	9.1	29.9	33.8	27.3	61.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	189	100.0	5.0	35.6	41.1	18.3	59.4
	Grade 6	205	100.0	7.9	28.2	30.2	33.7	63.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 396)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	N/A	0.9%	2.4%
Attendance rate	96.6%	Down from 97.0%	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	55.8%	Up from 51.4%	51.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.4%	Up from 7.1%	5.4%	8.0%
Older than usual for grade	N/A	N/A	0.5%	1.1%
Suspended or expelled	0.3%	Up from 0.0%	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	70.4%	No change	61.9%	50.0%
Continuing contract teachers	85.2%	Down from 92.6%	87.1%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	94.3%	Up from 89.3%	85.3%	86.2%
Teacher attendance rate	94.1%	Down from 95.6%	95.5%	95.3%
Average teacher salary	\$44,825	Down 1.2%	\$43,163	\$39,909
Prof. development days/teacher	6.4 days	Down from 7.3 days	11.5 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	24.8 to 1	Up from 19.2 to 1	21.7 to 1	18.9 to 1
Prime instructional time	90.2%	Down from 91.5%	90.8%	89.7%
Dollars spent per pupil*	\$6,860	Down 1.2%	\$6,051	\$5,892
Percent spent on teacher salaries*	60.9%	Up from 58.7%	70.5%	66.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.2%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

It was a challenging and productive year at Lexington Intermediate School. Dedicated students, teachers, administrators, and parents share the school's focus on learning. As a result, innovation, active learning, and multiple enrichment opportunities are common facets of the LIS experience. Our staff feels strongly that test scores are important, but should not replace the personal touch that a teacher can have in a developing child's life.

In 2001-2002, for the second consecutive year, Lexington Intermediate School earned an "Excellent" rating on the School Report Card and earned the Palmetto Gold Award. We are proud of the fact that 92.1 percent of our fifth grade students scored above the standard in Math and 96.6 percent scored above the standard in English/Language Arts. In our sixth grade, 91.1 percent scored above the standard in Math and 97.5 percent scored above the standard in English/ Language Arts.

In an effort to help fifth grade students that scored below basic in math, we used S.C. Education Lottery money to implement an intense after-school math program.

We made positive strides in the area of technology. We now have, and use on a frequent basis, a mobile computer lab. We wrote and received technology grants. Our faculty ranks above the district average in the number of teachers completing the teacher technology proficiency exam.

We wrote and received grants from the South Carolina Arts Commission and Wal-Mart for school beautification and Earth Day activities.

Our students continue to do well in competition outside the school. For three years our academic team has finished first or second in the state in the Knowledge Master competition. Many students in the fine arts qualified for the South Carolina Solo Ensemble Band and the Tri-District Arts Consortium.

We continue to stress character education. A grant from the Michelin Corporation, through the Boy Scouts of America, allowed us to teach students how to become responsible citizens. Our students took an active roll in supporting The American Cancer Society's Relay for Life, The Leukemia Foundation's Pennies for Patients, St. Jude's Children's Hospital's Math-a-thon, and Ronald McDonald House's pop-tabs campaign, and in gathering books and canned goods for local charities.

Our professional staff continues to strive for excellence. Several additional teachers earned National Board Certification. One LIS teacher was chosen to write a book on the history of Lexington County School District One.

The School Improvement Council, chaired by Mary Ellen Thompson, helped write this report.

Robert D. Silva. Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.